

PROJECT SUMMARY SHEET

Project Title:	<u>North Dakota Statewide Eco-Ed</u>	State Contact:	<u>Emilee Novak</u>
Project Sponsor:	<u>Barnes County Soil Conservation District</u>	Phone:	<u>701.328.5240</u>
Address:	<u>110 Winter Show Road SW</u>	E-mail:	<u>ejnovak@nd.gov</u>
	<u>Valley City, ND 58072</u>		
Phone:	<u>701-845-3114, Ext. 3</u>		
E-mail:	<u>Jill.m.olson@nd.nacdnet.net</u>		

WATERSHED: Statewide

HYDROLOGIC UNIT CODE: N/A

MDL Under Development Pending Implementation

PROJECT TYPES

<input type="checkbox"/>	STAFFING & SUPPORT
<input type="checkbox"/>	WATERSHED
<input type="checkbox"/>	GROUNDWATER
<input checked="" type="checkbox"/>	I&E
<input type="checkbox"/>	OTHER

WATERBODY TYPES

<input type="checkbox"/>	GROUNDWATER
<input type="checkbox"/>	LAKES/RESERVOIRS
<input type="checkbox"/>	RIVERS
<input type="checkbox"/>	STREAMS
<input type="checkbox"/>	WETLANDS
<input type="checkbox"/>	OTHER

NPS CATEGORY

<input type="checkbox"/>	AGRICULTURE
<input type="checkbox"/>	URBAN RUNOFF
<input type="checkbox"/>	SILVICULTURE
<input type="checkbox"/>	CONSTRUCTION
<input type="checkbox"/>	RESOURCE EXTRACTION
<input type="checkbox"/>	STOWAGE/LAND DISPOSAL
<input type="checkbox"/>	HYDRO MODIFICATION
<input type="checkbox"/>	OTHER

PROJECT LOCATION: LATITUDE MIN. N/A LONGITUDE MIN. N/A

SUMMARIZATION OF MAJOR GOALS:

The goal of the ND Eco-Ed project is to provide a statewide uniform educational program for elementary school students. Currently the state does not have an approved curriculum for environmental education. The material focuses on non-point source pollution (NPS) and best management practices (BMPs) with special emphasis on water quality.

PROJECT DESCRIPTION:

ND Eco-Ed is a hands-on, problem-solving environmental education program. The students are divided into groups and rotated through 5 required stations dealing with wetlands, woodlands, water quality, soils, and grasslands – each linked to water quality problems and solutions. The sessions are facilitated by professionals who have the most up-to-date information and teaching tools. These sessions are usually followed by a wildlife program or a Project TREES presentation. The students attend during classroom hours and are accompanied by their classroom teachers and parent/chaperones.

At present, 34 counties participate in the Eco-Ed program with approximately 2,215 students 138 teachers, and 150 parent/chaperones per year. This represents 80 schools. At this level of education, students are studying earth science in their classrooms. Following Eco-Ed camps or tours, their teachers are able to link specific experiences to their teaching materials. Eco-Ed is “hands-on” and provides water quality education that is unavailable in a normal classroom setting.

FY24 319 funds requested	<u>\$136,804</u>		<u>\$0</u>
Match (Cash)	<u>\$3,000</u>	Match (In-Kind)	<u>270,864</u>
Other Federal Funds	<u>\$</u>		
Total project cost	<u>\$ 407,668</u>	\$319 Funded Part Time Employee	<u>½ FTE</u>

1.0 PROJECT PROPOSAL SUMMARY SHEET

See cover sheet.

2.0 STATEMENT OF NEED

2.1 The Barnes County Soil Conservation District initiated the Eco-Ed Program in 1988. EPA Section 319 I&E grant funds were used in 1990 through 1997 as a pilot program. During this time, a standard, uniform program was developed. The program was expanded statewide in 1997, being funded by EPA Section 319 I&E Grant funds with monetary assistance from North Dakota Wetlands Trust. The expansion to a statewide project was a secondary goal identified in the FY95 Eco-Ed Camp Project. The project has been funded since that time by EPA grant funds and statewide soil conservation districts.

See Appendix, Attachment 1a. Goals Achieved.

Students attend Eco-Ed as part of their classroom studies; therefore sponsors work closely with the school administrators and teachers to provide quality information. Classroom teachers overwhelmingly state that there is a need for this type of “hands on” water quality education in the curriculum since they do not teach any “water quality lessons” in the classrooms. They have no textbooks or teaching materials to provide water quality education.

Classroom teachers have also stated that students in the classrooms are not exposed to the technical expertise and hands-on learning that is provided at Eco-Ed. State Forester Tom Claeys states “A disconnect from nature is developing in children as they spend more time indoors engaging in technology. Eco-Ed helps school aged children learn more about the environment, develop skills to investigate the outdoors, and to make intelligent informed decisions about how they can help take care of the earth.” Eco-Ed is a uniform program – all students receive the same information whether they live in Williston or Wahpeton. This is important because the students are not likely to spend their entire lives in one area of the state or county.

The Non-point Source Pollution (NPS) Management Program has recognized how critical the delivery of NPS Information/Education (I/E) projects are throughout the state. For youth education projects, the NPS Program’s educational focus is evident by the inclusion of K-12 education which prioritizes NPS pollution issues under Objective 1 of the Information and Education (I/E) section (Section III, Part E) of the 2021-2025 NPS Management Plan.

It has been found that urban and agricultural runoff contributes greatly to pollution of our lakes, rivers, and streams. The Eco-Ed program focuses on urban as well as agricultural pollutants. The students learn about woodlands, wetlands, soils, rangelands, and water quality and how all these components work together for a healthy eco-system. It is important for our audience to realize that everyone has a role in the management of our natural resources. The NPS pollution and water quality knowledge gained at this stage in a student’s life will carry over to the day when they become land managers and decision makers.

Due to the fact that the 2021-2025 NPS Program Management Plan recognizes the importance of educating our youth programs like the North Dakota ECO ED, the importance of this program is clear.

2.2 The Statewide Eco Ed Program has been a longstanding, integral piece of the NPS Program’s youth education efforts. The following table identifies all the NPS Program’s long-term youth education programs and the niche each program fills to balance the state’s youth education efforts.

Program	Primary Grade Level	Primary Audience
Project Wet	K-12	Teachers
Project Trees	K-6	Students and Teachers
Statewide Eco-Ed	6-8	Students, Teachers and Chaperones
ND Envirothon	9-12	Students and Advisors

These programs are not limited to a specific grade level, but a majority of their programming is presented to the grade level(s) noted in the table. Each program serves a separate audience yet builds on the previous program. By using individual programs as building blocks we can provide NPS educational materials to more students over the entire span of their education.

This grade-level system also increases the amount of hands-on education as the students advance in their education. North Dakota students are studying Earth Science in their classrooms during their sixth-grade year. The Eco-Ed program, with emphasis on water quality, fits their classroom curriculum.

An additional benefit is the inter-action of classroom teachers with facilitators who are environmental professionals. The teachers are able to take ideas and examples back to the classroom through the various hand-out materials distributed by the facilitators. Additional resources available for the teachers include workbooks and websites.

2.3 Each soil conservation district has the option of sponsoring a 1-day tour or a 2-day camp. At present, 1 county sponsors a 2-day camps while 23 counties sponsor the 1-day tour. Using the “Eco-Ed format”, we now have a uniform agenda. (See Appendix, Attachment 1b– ND Counties Participating)

While the 1-day tours cover the basic requirements of the program, the 2-day camps have more time to reinforce the topics by using educational and entertaining presentations and facilitators. Two-day camps also have time to test the students on what they have absorbed and what needs to be emphasized more clearly. (See Appendix, Attachments 1c and 1d - Example itinerary 1 day tour or 2 day camp.)

3.0 PROJECT DESCRIPTION

3.1 Project Goal

The goal of the project is to increase participants’ understanding of the relationship between the natural resources in the state and the importance of wise management. The public needs to understand that water is our most important natural resource and, as such, it is most vulnerable to non-point source pollution. This project educates students, classroom teachers, and parent/chaperones about NPS pollution and the effects it can have on our water supply. Management options are reviewed and discussed with participants using models and physical observations on the landscape around them.

3.2 Project Objectives

Objective 1. Maintain a system to provide technical/financial assistance to Conservation Districts who wish to conduct Eco-Ed camps or tours in North Dakota.

Task 1. The sponsor will provide a Coordinator who is knowledgeable with all aspects of the Eco-Ed Program to assist groups in the organization and implementation of the Eco Ed program. (See Appendix, Attachment 2a - Coordinator job description.)

Salary - \$22.115 per hour X 520 hours per year = \$11,499.00

Product: State Coordinator (Part-time – 520 documented hrs. per year)

Milestone: Years 1, 2, and 3

Cost per year: \$11,499.00 Match Per Year: \$7,666.00

Total cost: \$57,495.00

Task 2. Update program guidelines to include educational activities that are eligible for FA/TA assistance under the Program.

Product: Up-to-date information and activities

Milestone: Years 1, 2, and 3

Cost: \$0.00 (This cost covered by Coordinator and partners)

Task 3. Identify additional districts that will benefit by conducting a camp/tour on an annual or bi-annual basis. Provide technical assistance in the documentation of financial reports and conducting the initial camp/tour.

Product: 1 new camp or tour per year or 3 new camps during project period.

Approximately 40 students added per year or 120 additional students in the 3-year period of the grant.

Milestone: Year 1, 2, and 3

Cost: \$0.00 (This cost covered by Coordinator salary)

Task 4. Maintain the existing statewide program: assist sponsors with their on-going Eco-Ed programs by providing financial/technical assistance. (See appendix for supplemental budget table and cost estimates.)

Product: Continued supervision and assistance to the sponsoring districts:

One 2-day camp – 37 students (Co-Sponsored by 2 counties)

Twenty-three 1-day tours – 2215 students

Milestone: Years 1, 2, and 3

Cost: \$54 per 37 students for 2-day camp - \$1,998

\$14.50 per 2215 students for 1-day tour - \$32,117.50

Per year: \$34,115.50 Match Per Year: \$22,721.50

Total Cost: \$170,511.00

Task 5. Compile information and prepare reports on the progress of the program. Provide the required reports to the NDDEQ to update the Grants Reporting and Tracking System (GRTS).

Product: Annual, and Final Reports.

Milestone: Years 1, 2 and 3

Cost: \$.00 (This cost covered by Coordinator salary)

Task 6. Conduct statewide workshops for program participants and prospective program participants to compile comments and facilitator lists and to provide information on necessary documentation. Workshops will be held annually at ND Soil Conservation District Employees Association meeting. Mileage will be paid to special presenters.

Product: Program updates/accurate documentation.

Milestone: Years 1, 2, and 3

Per year: 0

Total Cost: 0

3.3 PROJECT MILESTONES

(See Attachment 6 a.)

3.4 LEAD PROJECT SPONSOR

The BCSCD has been the lead sponsor for the Eco-Ed program since its inception. The supervisors and staff are familiar with program requirements. The BCSCD has the ability to contract with districts to provide the service and grants associated with this project. BCSCD is funded with state and local funds.

4.0 COORDINATION PLAN

4.1 COOPERATING ORGANIZATIONS

The Barnes County Soil Conservation District employs a coordinator to promote the camps and tours, train local sponsors, assist in organizing each sponsor's first camp or tour. Camps and tours are randomly monitored to assure compliance and quality of the program. Barnes County SCD aids in completing reimbursement requests which are necessary for sponsors to receive grant funds. All reimbursement requests are reviewed by the State NPS Coordinator. BCSCD also provides program development information.

Local Sponsors coordinate the program with schools and teachers, provide camp locations and assist project coordinator in organizing and conducting each camp/tour. Sponsors work with the coordinator to maintain a quality Eco-Ed program. These local sponsors provide the 40% match for the events with either cash or in-kind services.

Cooperating Organizations: (See Appendix, Attachment 2b - Facilitator Responsibilities)

- * North Dakota Department of Environmental Quality staff will provide - technical assistance, informational materials, and facilitation to assist this project
- * North Dakota Soil Conservation Districts – Co-Sponsors. Provide staff to plan the local camps and manage them; Secure camp or tour location, meals for participants, facilitators, etc; Provide financial reports and documentation to lead sponsor
- * North Dakota State Soil Conservation Committee – Technical advice
- * North Dakota Game & Fish – Supplies, facilitators, and technical advice
- * North Dakota State University - Supplies, technical advice, and facilitators
- * Natural Resource Conservation Service – Teaching tools, facilitators and advisors
- * North Dakota Forest Service – Tools, Supplies and facilitators
- * North Dakota Department of Environmental Quality - Facilitators, materials, and technical planning assistance
- * United States Fish & Wildlife – Teaching tools, information, and facilitators
- * County Extension Offices - Technical assistance and facilitators

4.2 LOCAL SUPPORT

Schools and teachers overwhelmingly recommend the Eco-Ed program as a source of information for themselves and their students. Parents who are asked to act as chaperones are enthusiastic and willing to donate their time. (Two letters of support from teachers are included in the Appendix. See Appendix, Attachments 3a – 3b Teacher support. Other letters are on file and available for review.)

1. Chad Lueck, Principal at Washington Elementary School
2. Nick Lee, Principal at St. Catherine's School

4.3 LETTERS OF SUPPORT

Two letters of support are included in the Appendix, (Attachments 4. a through 4. b.) All other letters of support are on file and available for review. Letters include recommendations from:

1. N. D. State Representative Dwight Kiefert
2. United States Department of Interior – US Fish & Wildlife Service
3. North Dakota Forest Service – Tom Claeys
4. North Dakota Association of Soil Conservation Districts
5. North Dakota State Soil Conservation Committee, Jodi Delozier
6. Barnes County North Public School
7. Cass County SCD, Fargo ND
8. Cavalier County SCD, Langdon ND
9. Eddy County SCD, New Rockford ND
10. Foster County SCD, Carrington ND
11. LaMoure County SCD, LaMoure ND
12. Richland County SCD, Wahpeton ND
13. Wild Rice SCD, Forman ND

4.4 COORDINATION WITH EXISTING PROJECTS

Section 319 Project Foster County TREES (The Regional Environmental Education Series) will provide instruction, when possible, at the Eco-Ed camps or tours by conducting various water quality lyceum-style programs. Project TREES is a 319 I/E program geared to elementary-aged students. The program usually presented at Eco-Ed Camp is “Sam Ting.”

Project Wet is a ND Department of Water Resources project with the goal of training classroom teachers about the importance of water quality. Many of the water quality facilitators used at the camps are trained at Project Wet workshops.

Eco-Ed camps or tours may be conducted in coordination with SCD field days and existing watershed projects. Soil Conservation Districts sponsor field days to teach students about the wise use of natural resources. Eco-Ed requires the 5 main topics of Prairie/Rangeland, Soils, Riparian Woodlands, Wetlands and Watersheds/Water Quality, and lays down the format of what is taught and by whom.

The Eco-Ed camps and tours are an integral part of the NPS Program’s statewide outreach efforts as they are the second step in developing a population that has a wide based education of NPS pollution issues and the impacts to water quality.

4.5 DUPLICATION OF EFFORTS

Currently the Eco-Ed program is the only program of its kind which focuses on NPS education in the state of North Dakota. Educational efforts through the Project Wet and Project Trees programs are very complimentary to the Eco-Ed Camps. The Eco-Ed Camps are closely aligned with current school curriculum at the sixth-grade level while Projects Wet and Project Trees are designed to be supplementary to the curricula. The Eco-Ed camps and tours provide an in-depth, hands-on exposure to water quality and responsible uses of natural resources. In addition, the Eco-Ed program will act as middle-school training for students preparing to participate in Envirothon activities at the high-school level.

5.0 EVALUATION AND MONITORING PLAN

The effectiveness of the tours and camps will be determined through the use of evaluation forms completed by the educators involved. The classroom teachers are professionals and are in daily contact with students. They are able to notice changes in attitudes and values towards natural resources and water. Evaluation forms are also received from parent/chaperones, facilitators, and students to develop a complete picture of the event's impacts. (See Appendix, Attachment 5 a - Evaluation Form)

In order to determine if students are learning about water quality at Eco-Ed, we have implemented a "before and after" quiz to test students' knowledge of water quality. Due to the limited time some of the students are at Eco-Ed, the quiz is supplied to classroom teachers before the actual day of the event along with the request that they have their students complete it and bring it to Eco-Ed with them where they will be collected. The same quiz will be given to the students after the event, either by the teachers back in the classroom or, if time permits, at the event before students leave. An example of this quiz is attached although modifications may be made throughout the life of the project to ensure key learning objections that align with the approved curriculum are being met. (See Appendix, Attachment 5 b – Pre-test and Exit Test)

Monitoring will be random on-site evaluations by the project coordinator to assure project compliance.

6.0 BUDGET

(See Attachment 6b – 6c)

NORTH DAKOTA STATEWIDE ECO-ED

APPENDIX

- Attachment 1a. Goals Achieved / Student Participation
- 1b. Map of participating counties
- 1c. Example of 1 day tour
- 1d. Example of 2 day camps

- Attachment 2a. Eco-Ed Coordinator Job Description
- 2b. Facilitator Responsibilities

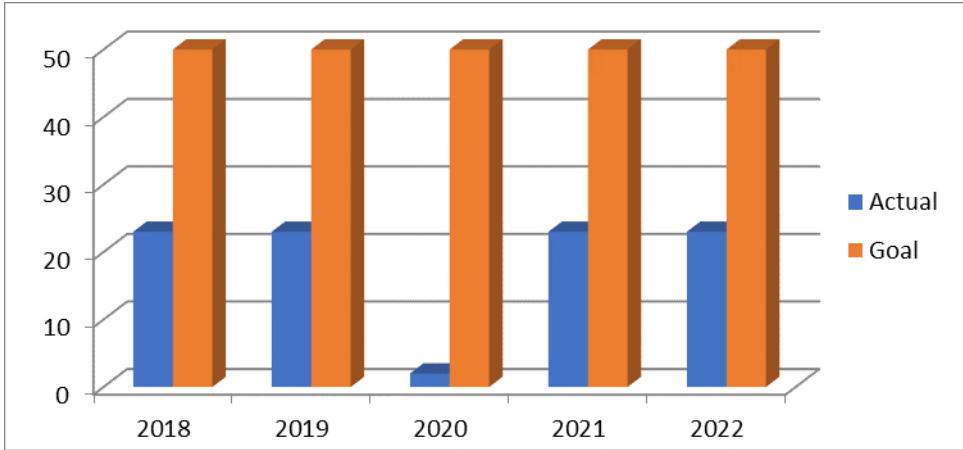
- Attachment 3 a. Teacher Support – Lueck
- b. Teacher Support - Lee

- Attachment 4a. Letters of Support-Wild Rice SCD
- 4b. State Representative Kiefert

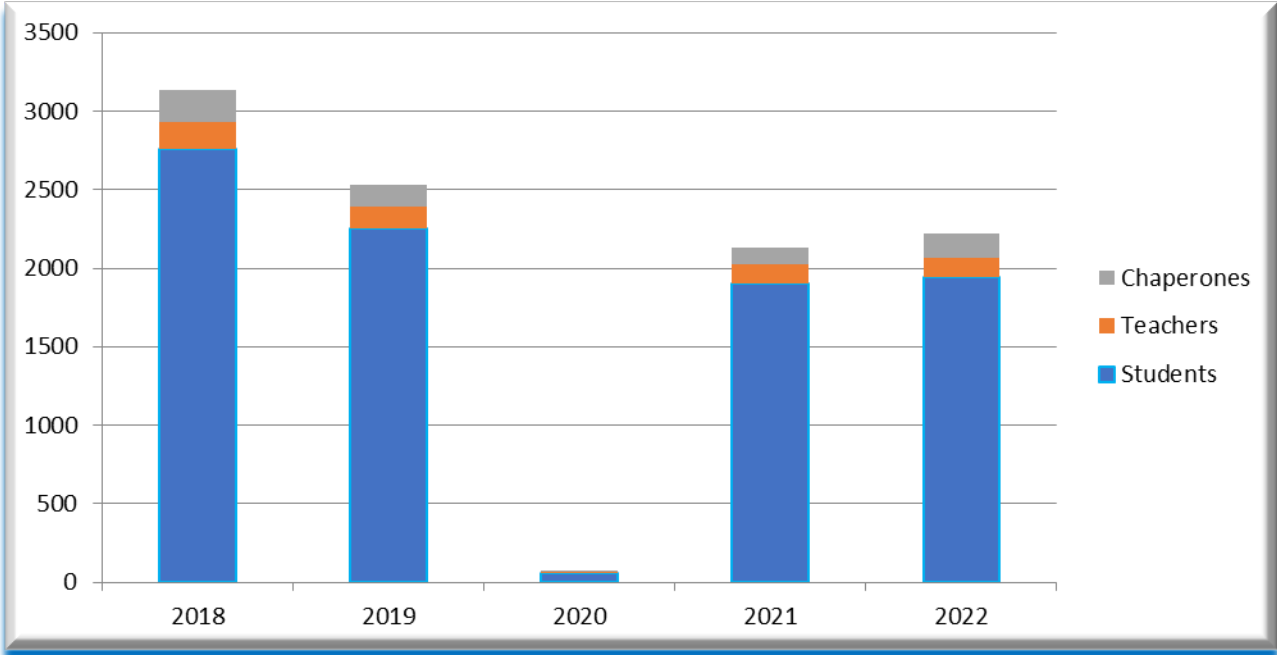
- Attachment 5a. Evaluation Form
- 5b. Pre-test and Exit Test

- Attachment 6. Eco-Ed Workbook - available upon request
(Due to size of workbook cannot be attached.)
Contact Jill.m.olson@nd.nacdnet.net for copy.
- Attachment 6a. Project Milestones
- 6b-6c Budget Tables

NORTH DAKOTA ECO-ED



Number of Events Held

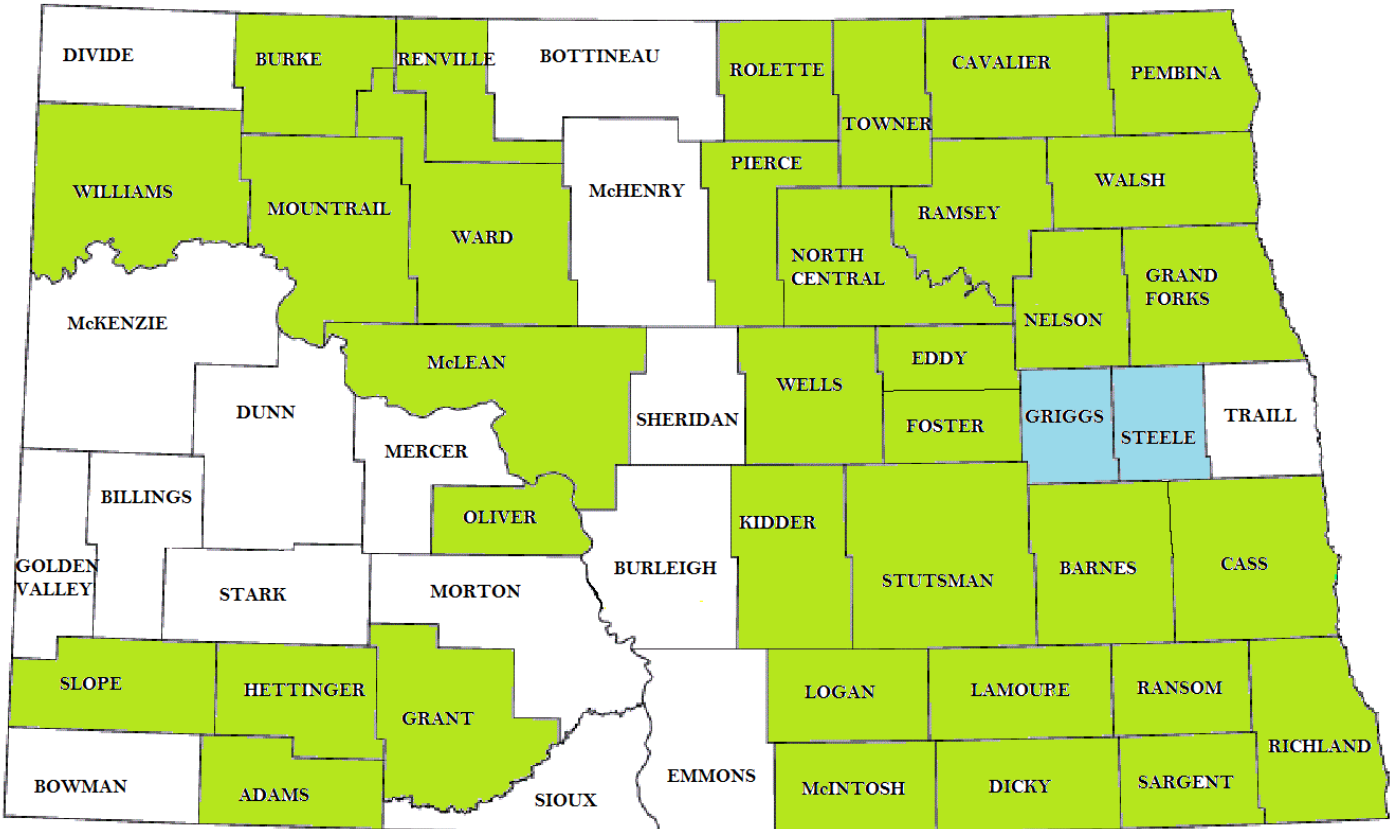



Number of Students/Parents Participating


Note: Classroom sizes have been shrinking in North Dakota over the past few years. Many districts now combine their students or hold their camps/tours every-other-year.

NORTH DAKOTA ECO-ED

COUNTIES PARTICIPATING



 2 -day Camp

 1 -day tour

EXAMPLE OF 1 DAY ECO-ED TOUR

- 9:00 - 9:30 Registration
- 9:30 – 10:00 Introductions and Schedules (Break to 5 groups)
- 10:00 – 10:40 – Main Activity
- 10:45 – 11:25 - Main Activity
- 11:30 – 12:10 - Main Activity
- 12:15 - 1:00 - Lunch Break
- 1:00 - 1:40 - Main Activity
- 1:45 - 2:25 - Main Activity
- 2:30 - 3:15 - Snack Break – **EXIT TEST**
- Organized Rec. Time and Learning (Break to 3 groups)
- 3:15 - 4:15 - Team Building – VC State University Staff
- 4:15 - 5:15 - Canoeing - Wesley Acres Staff
- 5:15 - 6:15 - Activities - Staff
- 6:15 - 7:00 - Supper Break/T-Shirts
- 7:00 - 8:00 - Special Wildlife Presentation

8:00pm – Tour Concludes

MAIN ACTIVITIES ARE:

- Prairie – Alex Wittenberg, State Agronomist
- Soils & Erosion – Jordaan Thompson – Larson - MLRA Soil Scientist
- Water Quality – Bonita Roswick – VCSU Prairie Waters
- Wetlands – Cody Hoggarth, Farm Bill Specialist
- Woodlands – Beth Hill, NDSU Forest Service

ROTATE THROUGH MAIN ACTIVITIES

	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
1 st Period	Prairie	Soils/Erosion	Water Quality	Wetlands	Woodlands
2 nd Period	Soil/Erosion	Water Quality	Wetlands	Woodlands	Prairie
3 rd Period	Water Quality	Wetlands	Woodlands	Prairie	Soils/Erosion
4 th Period	Wetlands	Woodlands	Prairie	Soil/Erosion	Water Quality
5 th Period	Woodlands	Prairie	Soils/Erosion	Water Qual.	Wetlands

Note: These 5 topics are required as they relate to water quality. You can add another session if desired. Some districts add wildlife or agronomy. Remember though that you are dealing with urban kids as well as rural kids.

EXAMPLE OF 2-DAY CAMP
GRIGGS/STEELE COUNTY ECO-ED CAMP
FIRST DAY SEPTEMBER 11

**Cabin
Assignments**

9:00	10:00	Registration &
10:00	10:15	Introduction
10:15	11:00	Main Activity
11:00	11:45	Main Activity
11:45	12:30	Main Activity
12:30	1:15	LUNCH BREAK
1:15	2:00	Main Activity
2:00	2:45	Main Activity
2:45	3:30	Main Activity
3:30	4:00	SNACK BREAK
4:00	4:30	Free Time
4:30	5:30	Post- Testing
5:30	6:30	SUPPER BREAK
6:30	7:30	Sam Ting - Tom Gibson
7:30	8:30	Snake - Jim Gerholdt
8:30	9:00	SNACK BREAK
9:00	11:00	BEDTIME & LIGHTS OUT

SECOND DAY SEPTEMBER 12

7:30	8:30	Rise & Pack up
8:30	9:00	BREAKFAST
9:00	9:30	Free Time
9:30	11:30	Organized Rec. Time & Learning Wall Climbing Angie Johnson Archery - Jay Grover Minute to Win It
11:30	12:00	LUNCH BREAK
12:00	2:00	Organized Rec. Time & Learning Wall Climbing Angie Johnson Archery-Jay Grover Minute to Win It
2:00	2:30	Clean up camp and go home Pictures

Main Activities

Range: Jennifer Jewett
Soils & Erosion: Bobbie Ostrom
Water Quality: Rita Kainz
Wetlands: Reggie Laframboise & Sonya Bendickson
Woodlands: Gerri Makay

JOB DESCRIPTION

Eco-Ed Coordinator

TITLE: Eco-Ed Coordinator

INTRODUCTION: The Eco-Ed Coordinator is responsible for administering, monitoring and tracking the Eco-Ed project.

PRIMARY DUTIES:

Plans work schedules

Coordinates camps with other co-sponsors: This includes contacting facilitators, arranging camp facilities (sites, food, etc.) and arranging for adequate numbers of facilitators and chaperones.

Coordinates dates with co-sponsors

Updates educational materials as needed

Contacts and works with media

Conduct workshops with co-sponsors to exchange ideas and develop facilitator lists

Compiles evaluation forms

Submit annual and final reports to ND Health Department

Updates and orders camp materials

Complete monthly reimbursement requests to ND Health Department

Updates financial information to the EPA 319 Funding Manager tracking program

Compiles, reviews, and submits 319 reimbursement requests from co-sponsors

Completes all paperwork involved with the project

CIVIL RIGHTS RESPONSIBILITIES: The Coordinator is responsible for knowing and supporting equal opportunity and civil rights policies; performing duties in full compliance with the letter and spirit of equal opportunity and civil rights rules and regulations; ensuring bias-free written and oral communication; respecting and valuing differences of other employees and clients; and, as appropriate, preparing for career advancement opportunities.

SUPERVISION: The Coordinator works under the general supervision of the Barnes County Soil Conservation District Supervisors who define overall objectives and responsibilities. Unusual problems are discussed with the Barnes Co. supervisors. Work may be spot checked.

KNOWLEDGE REQUIRED: The work requires a thorough knowledge of the Eco-Ed concept and requirements. Coordinator must be able to coordinate activities with large numbers of different people. Coordinator must be familiar with EPA Section 319 grant processes and the 319 reimbursement tracking tools and forms.

FACILITATOR RESPONSIBILITIES

Introduction: Eco-Ed Facilitator is responsible for instruction of students in assigned Main Activity.

PRIMARY DUTIES:

The facilitator is knowledgeable in the topic he is instructing.

The facilitator has had recent training in the topic through his regular work activities.

The facilitator will present all of the information outlined in the Eco-Ed Workbook.

The facilitator will make every effort to ensure that his activity is “hands-on” for the students.

The facilitator will make his presentation interesting and at a level the Eco-Ed students can understand.

An Eco-Ed session will be at least one-half hour in duration, but not longer than 1 hour. This is dependent on the time schedule set up by the sponsor.

Schools / Teacher's Letter of Support



WASHINGTON SCHOOL

Valley City Public School District

510 8th Ave. SW

Valley City, ND 58072

(701) 845-0849 Fax: (701) 845-3560

"Together we are building a legacy of excellence, one student at a time"



August 1, 2023

To Whom It May Concern:

My name is Chad Lueck and I am currently the Principal at Washington Elementary in Valley City, North Dakota. We serve 225 students in grade 4-6 here at Washington. One of the highlights our students look forward to each and every year is the 6th grade trip to Eco-Ed Camp.

At Eco-Ed camp, students are provided a wealth of opportunities that they simply cannot receive in the regular classroom setting. The hands on approach of Eco Ed camp is able to reach many of the students that are unsuccessfully reached through a textbook. The vast and diverse knowledge of the presenters at camp provide an expertise on subject matter that the classroom teacher can't always provide. The camp is so active, effective, and engaging, the students don't always recognize just how much they are learning. Eco Ed camp also offers our parents the opportunity to chaperone and become involved in their child's learning. Teachers, students, and parents always come away from Eco Ed camp raving about the experience!

I want to express my full gratitude and support for Eco-Ed Camp. We are looking forward to attending once again this school year and many more years to come!

Sincerely,

A handwritten signature in black ink, appearing to read 'CW Lueck'.

Chad Lueck

Principal
Washington Elementary

ST. CATHERINE SCHOOL



To whom it may concern,

I am writing this letter in support of the work that the Eco Ed Program does for Barnes County under the supervision of Jill Olson. This program has been a highlight to the students of St. Catherine School for many years and we are fortunate that we are included. Our 5th and 6th grade teacher, Mrs. Dawn Ihry, speaks highly of the program and has been bringing students to the Eco-Ed camp held in September each year. Each year those students seem to have a great time and LEARN lots. I would hope that you consider the renewal of the grant for the benefit of the students of St. Catherine School and all the students in Barnes County that get to participate in such a valuable learning experience. Without the grant support, it is unlikely that such a program would be able to exist in our local area. If you should need any additional information, please don't hesitate to contact me.

Nick Lee
Principal- St.
Catherine School
701-845-1453
nicholas.lee1@k12.nd.us

Letters of support:



**WILD RICE SCD-8991 Hwy 32-Forman ND 58032 - Phone (701)-724-6226 ext 3
Web Page: www.wildricescd.com | Facebook: www.facebook.com/WildRiceSCD**

To Whom it may Concern,

The Wild Rice Soil Conservation District is pleased to write a letter of support for the continued funding for the North Dakota Statewide Eco-Ed Program.

Jill Olson has been an integral part of the program. She is always helpful at getting any questions or concerns each district may have as soon as possible. She sets up our entertainment portion with a schedule, date and time annually. She has also visited our Eco Ed Day with words of encouragement. Districts tend to have a lot of turnover with employees and Jill is right there to help any questions or concerns.

The Wild Rice Board of Supervisors realize the continued support of conservation can start at a very early age through the education of our younger generations.

We encourage you to continue funding for this highly successful and well deserved program.

Sincerely,

Wild Rice Soil Conservation District
Chairman of the Board
8991 Hwy 32, Ste 2
Forman, ND 58032

NORTH DAKOTA HOUSE OF REPRESENTATIVES

STATE CAPITOL
600 EAST BOULEVARD
BISMARCK, ND 58505-0360

Representative Dwight Kiefert

District 24
3721 115th Avenue SE Valley
City, ND 58072 9312

R: 701-845-0760
C: 701-490-0443
dhkiefert@nd.gov

COMMITTEES:

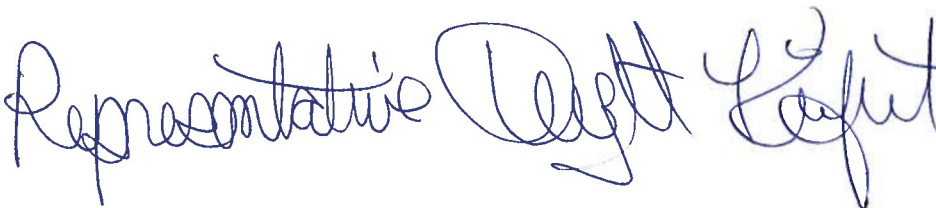
Human Services
Agriculture

08/03/23

To the Grant Committee,

I am writing to express my continued support of the Barnes County Eco Education Program. I see this as an essential and vital tool to educate our youth to the importance of our Soils, Wetlands, Forestry, Water Quality, and Grasslands. I would hope the committee would favorably consider the 3 year grant as requested to continue to educate and develop a clear understanding to our youth in these areas.

Respectfully,

A handwritten signature in blue ink that reads "Representative Dwight Kiefert". The word "Representative" is written in a smaller, more legible script, while "Dwight Kiefert" is written in a larger, more stylized cursive script.

Representative Dwight Kiefert

ECO ED CAMP EVALUATION



Location of Eco Ed Camp/Tour: _____

Date _____

I am a: _____ Student
_____ Teacher
_____ Chaperone
_____ Facilitator

Please rate the following stations on a scale of 1-10, with 10 being good, 1 being poor. (Don't compare one station to another just rate each presentation on a 1-10 basis.)

_____ Prairie/Rangeland
_____ Woodland
_____ Soils

_____ Watersheds/Water Quality
_____ Wetlands

What did you enjoy most about this camp/tour?

What did you not enjoy?

If there was a special presentation(s) do you think the students next year would like to see it?
(Do not include those 5 stations named above)

Other comments:

Thank you for your input!!

Environmentally yours The Eco Ed Staff

North Dakota Eco Ed Program test

Name _____ School _____

- d 1. Soil consists of all of the following except ...
a. mineral matter b. organic matter
c. water d. habitat
- b 2. Wetlands are low lying areas that collect and hold ...
a. dust b. water
c. plants d. wildlife
- a 3. Growth rings will vary from year to year on trees, based on...
a. weather and other factors b. wetlands
c. sediment d. rangeland
- d 4. Riparian trees....
a. shade the water b. roots help hold soil in place
c. provide organic food d. all of the above
- c 5. Water quality in a stream can be judged by....
a. smell b. location
c. insect population d. amount of rocks
- d 6. Wetlands can do which of the following?
a. can reduce flooding b. filter pollutants
c. provide habitat d. all of the above
- d 7. Which of the following are part of an ecosystem?
a. plants b. animals
c. weather d. all of the above
- b 8. Which of the following could decrease point source pollution?
a. Not fertilizing a field before a rain storm.
b. Plugging a factory pipe that discharges into a river.
c. Fixing an oil leak on a car.
d. Cleaning up after your pets in the backyard.
- d 9. What do rangeland plant roots do?
a. absorb water b. help produce forage
c. help hold soil in place d. all of the above

Match the words with the correct definition below.

Point source pollution
Rangeland
No-till
Riparian Zone

Aquifer
Runoff
Nonpoint source pollution
Prairie Pothole Region

10. No-till Soil and crop residue from previous year is left prior to planting
11. Riparian Zone The area next to a stream or river
12. Nonpoint Pollution that comes from many sources that are not easily found
13. Prairie Pothole Area in North Dakota with many acres of wetlands
14. Aquifer An underground water resource
15. Runoff Rain, snowmelt, or other forms of precipitation that flow across the ground or other surfaces
16. Point source pollution Pollution that comes from one source and is easily found
17. Rangeland Supports native or natural vegetation consisting mainly of grasses, colorful forbs and some shrubs

True or False:

- T F 18. Rangeland can slow the runoff of water into streams and lakes.
- T F 19. A tree's xylem layer transports water.
- T F 20. Everyone lives in a watershed.
- T F 21. Rotating livestock is a good grazing management plan.
- T F 22. Wetland help replenish aquifers.
- T F 23. Soil particles are not able to carry nutrients into rivers and streams.
- T F 24. Erosion is loose soil being washed or blown away.
- T F 25. A watershed is an area of land that drains to a common point.

MILESTONE TABLE FOR STATEWIDE ECO-ED PROGRAM - PHASE IV

Tasks	Output	Year 1						Year 2						Year 3					
		Jul Aug	Sep Oct	Nov Dec	Jan Feb	Mar Apr	May Jun	Jul Aug	Sep Oct	Nov Dec	Jan Feb	Mar Apr	May Jun	Jul Aug	Sep Oct	Nov Dec	Jan Feb	Mar Apr	May Jun

Objective 1:

Task 1. State Coordinator	Promote Program, Complete Paperwork	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 2. Update Program	Establish Guidelines	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 3. Identify new co-sponsors	1 new tour or camp per year	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 4. Maintain Existing Programs	4000+ students per year		x			x	x		x			x	x		x			x	x
Task 5. Compile Information & submit timely reports	Accurate Records	x	x	x			x	x	x	x			x	x	x	x			x
Task 6. Workshops	Material Updates & training for co-sponsors					x	x					x	x					x	x
Task 7. Outside Sponsors	Secure Private Funding Sources	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Budget Table for North Dakota Statewide Eco-Ed Project - Phase V

Part 1. Funding Sources

	1st Year	2nd Year	3rd Year	Total
EPA Section 319 Funds				
FY 24 Section 319 Funds (FA)	\$45,601.33	45601.33	45601.34	\$136,804
State/Local Match				
(1) Soil Conservation Districts (FA)	\$9,288	\$9,288	\$9,288	\$27,864
(2) SCD's & Non Federal Ptrs (In-Kind Match) **	\$80,000	\$80,000	\$80,000	\$240,000
(3) ND Association of SCD's (FA)	\$1,000	\$1,000	\$1,000	\$3,000
				\$0
				Sub-total of match
				<u>\$270,864</u>
Total Budget	\$135,889.33	\$135,889.33	\$135,889.34	\$407,668
Other Federal Assistance				
(1) Natural Resources Conservation Service (TA)	\$5,000	\$5,000	\$5,000	\$15,000
(2) US Fish & Wildlife Service (TA)	\$5,000	\$5,000	\$5,000	\$15,000
(3) ND Department of Health (TA)	\$5,000	\$5,000	\$5,000	\$15,000
	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$45,000</u>

FA: Financial Assistance

TA: Technical Assistance

**In-Kind Match: Soil Conservation Districts will include

District Supervisors time, teachers, volunteers,
Parent/chaperones and non-federally funded facilitators.

Non Federal Partners include: ND Game & Fish,
ND Forest Service, NDSU - Extension Service

Section 319 Part 2 Non-Federal Budget - Statewide Eco-Ed Phase V

	Year 1	Year 2	Year 3	Total Cost	State/Local Match	319 Funds
Objective 1						
Personnel/Support :						
Task 1. Staff Hours	\$19,165	\$19,165	\$19,165	\$57,495	\$22,998	\$34,497
Objective 1						
Task 1. (See Personnel/Support)						
Task 2. Update Guidelines	\$0	\$0	\$0	\$0	\$0	\$0
Task 3. Identify Additional Co-Sponsors	\$0	\$0	\$0	\$0	\$0	\$0
Task 4. Maintain Statewide Program	\$56,837	\$56,837	\$56,837	\$170,511	\$68,204	\$102,307
Task 5. Information, Reports	\$0	\$0	\$0	\$0	\$0	\$0
Task 6. Conduct Workshop	\$0.00	\$0.00	\$0.00	\$0	\$0	\$0
Task 7. Secure Outside Sponsors	\$0	\$0	\$0	\$0	\$0	\$0
Total 319 Non-Federal Budget	\$76,002.00	\$76,002.00	\$76,002.00	\$228,006	\$91,202	\$136,804

** State/Local Match amount only represents the in-kind match needed to leverage the 319 funds. \$270,864 of in-kind listed on the Budget Table Part 1, is the expected amount to be generated through the program. Thus resulting in an excess amount generated.